# Good Readers and Good Writers



# Information Sheet for Argumentation Module

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| Module title: | Good Readers and Good Writers |
| Module description (overview): | Students will examine texts to determine what qualities one must have to be considered a “good reader and good writer”. The four texts were chosen with students’ varied reading abilities in mind*.* Prose’s essay is a college reading level text; Nabokov’s text is a high school junior level text; King’s text is a high school sophomore level text; Alexie’s text is an eighth grade level text. |
| Template task (include number, type, level): | Task 2: [Insert question] After reading\_\_\_\_\_\_\_\_\_\_(literature or informational texts), write a/an \_\_\_\_\_\_\_\_\_\_\_\_\_(essay or substitute) that addresses the question and support your position with evidence from the text(s). |
| Teaching task: | What are the qualities of a good reader and writer? After reading Vladimir Nabokov’s essay “Good Readers and Good Writers” and other essays, write an essay that addresses the question and support your position with evidence from the text. |
| Grade(s)/Level: | 10th grade |
| Discipline: (e.g., ELA, science, history, other?) | English/Language Arts |
| Course: | Sophomore English |
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# Section 1: What Task?

Teaching Task

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| Background to share with students: | No matter what you choose to do in life, you will need the lifelong skills of being a good reader and good writer. In order to become a good writer, you must study good writers. And, in order to do that, you must read. We will examine four different writers and their views on reading and writing. You will then have the opportunity to discuss what you believe are the qualities of a good reader and writer.  One never tires of what is well-written, style is life! It is the very blood of thought!  Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live.  ---Gustave Flaubert |
| Teaching task: | What are the qualities of a good reader and writer? After reading Vladimir Nabokov’s essay “Good Readers and Good Writers” and other essays, write an essay that addresses the question and support your position with evidence from the text. |
| Reading texts: | “Good Readers and Good Writers” by Vladimir Nabokov; excerpt from *On Writing* by Stephen King; “I Know Why the Caged Bird Cannot Read” by Francine Prose; “Superman and Me” by Sherman Alexie |
| Extension (optional): |  |

COMMON CORE STATE STANDARDS

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| **READING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Reading Standards** | **“When Appropriate” Reading Standards (applicable in black)** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards (applicable in black)** |
| 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

Content Standards From State or District

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| Standards source: | Kentucky Core Academic Standards |
| Number | Content StandardS |
| SL 9-10 1 | Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues building on others’ ideas and expressing their own clearly and persuasively. |
| L 9-10 1 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. |
| L9-10 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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Teaching task Rubric (Argumentation)

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| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately and establishes a position, but focus is uneven. |  | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. |  | | Establishes a claim. (L2) Makes note of counter claims. |  | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. |  | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/ Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. |  | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. |  | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. |  | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. |  | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion.  Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

# Section 2: What Skills?

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| Skill | Definition |
| Skills Cluster 1: Preparing for the Task | |
| *1. Task engagement* | *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* |
| *2. Task analysis* | *Ability to understand and explain the task’s prompt and rubric.* |
| Skills Cluster 2: Reading Process | |
| *1. Text selection* | *Ability to identify how each text supports the student’s argument.* |
| *2a. Active reading* | *Ability to identify the central point and main supporting elements of a text.* |
| *2b. Active reading* | *Ability to summarize key supporting details and ideas in a text.* |
| *3. Essential vocabulary* | *Ability to identify and master terms essential to understanding a text.* |
| *4. Academic integrity* | *Ability to use and credit sources appropriately.* |
| *5. Note-taking* | *Ability to select important facts and passages for use in one’s own writing.* |
| Skills Cluster 3: Transition to Writing | |
| *1. Bridging* | *Ability to begin linking reading results to writing task.* |
| Skills Cluster 4: Writing Process | |
| *1. Claim* | *Ability to establish a claim and consolidate information relevant to task.* |
| *2. Planning* | *Ability to develop a line of thought and text structure appropriate to an argumentation task.* |
| *3. Development* | *Ability to construct an initial draft with an emerging line of thought and structure.* |
| *4. Documentation* | *Ability to integrate information without plagiarizing.* |
| *5. Revision* | *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* |
| *6. Editing* | *Ability to proofread and format a piece to make it more effective.* |
| *7. Completion* | *Ability to submit final piece that meets expectations.* |

# Section 3: What Instruction?

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| Pacing | Skill and Definition | MINI-TASK | | Instructional Strategies |
| Product and Prompt | Scoring (Product “meets expectations” if it…) |
| Skills Cluster 1: Preparing for the Task | | | | |
| *Day 1* | *1. Task engagement*  *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* | *Short Response with Bullets*  *In a quick write, write your first reaction to the above prompt. What do you need to know to form an opinion? What skills do you need to respond to this prompt*? | *No Scoring* | * *Link this task to earlier class content.* * *Discuss student responses.* |
| *Day 1* | *2. Task analysis*  *Ability to understand and explain the task’s prompt and rubric.* | *Bullets*  *In your own words, write a brief explanation of what the task is asking you to do.* | *No scoring* | * *Pair students to share and improve their individual bullets.* * *Check to make sure that students understand the scope of work.* |
| Skills Cluster 2: Reading Process | | | | |
| *Day 2* | *1. Text selection*  *Ability to identify how each text supports the student’s argument.* | *Notes*  *For each text, list the needed bibliographic information.* | * *Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).* | * *Provide citation guide and discuss why each element of citation is needed.* * *Ask students to brainstorm what makes a good reader and a good writer before delving into the texts.* * *Provide access to research sources for students to assess the texts.* * *Model reading Nabokov’s essay focusing on annotating the text using a purpose question.*   *Students will read another essay on their own. These essays have been chosen for the students based on their individual reading abilities.* |
| *Days 2,3, 4 and 5* | *2a. Active reading*  *Ability to identify the central point and main supporting elements of a text.* | *Short reflective entry for each text*  *What is the author trying to accomplish? Which parts of the text show you that?*  *Annotate each text using the Purpose Question (PQ): What are the qualities of a good reader and writer?* | * *Answers questions with credible response.* * *Includes reasonable evidence through annotations to respond to the purpose question.* | * *Invite students to share and discuss their answers and annotations for each text.* * *After the discussion, allow them to add to their entries.* |
| *Days 2, 3,4 and 5* | *2b. Active reading*  *Ability to summarize key supporting details and ideas in a text.* | *Summary Notes*  *For each text, create a summary using the Summary Notes format.* | * *Provides thorough summary of text.* | * *Provide a model summary response.* * *Have students work in pairs to create a summary for one of the texts before students begin to work on this individually.* |
| *On-going* | *3. Essential vocabulary*  *Ability to identify and master terms essential to understanding a text.* | *Vocabulary list*  *Using the Cornell note format, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.* | * *No Scoring* | * *Teach Cornell notes for note-taking.* * *After compiling terms, ask some students to share definitions of terms that they believe are key to the text.* * *Be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.* |
| *Day 3* | *4. Academic integrity*  *Ability to use and credit sources appropriately.* | *Definition and strategies*  *Review “plagiarism” and list ways to avoid it.* | * *Provides accurate definition.* * *Lists several appropriate strategies.* | * *Discuss respect for others’ work to assemble evidence and create texts.* * *Discuss academic penalties for stealing others’ thoughts and words.* * *Provide resources for students to use when documenting their sources.* |
| *Days 2,3,4 and 5* | *5. Note-taking*  *Ability to select important facts and passages for use in one’s own writing.* | *Notes*  *From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.* | * *Identifies relevant elements.* * *Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).* | * *Teach Cornell notes for note taking.* * *Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).* |

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| Skills Cluster 3: Transition to Writing | | | | |
| *Day 6* | *1. Bridging*  *Ability to begin linking reading results to writing task.* | *Bullets*  *Revisit your list from day 1 about what makes a good reader and good writer. Add to this list or revise it based on the readings we have studied the past few days.* | *No scoring* | * *Small group discussion using question.* * *Whole class discussion using question.* |
| Skills Cluster 4: Writing Process | | | | |
| *Day 6* | *1. Claim*  *Ability to establish a claim and consolidate information relevant to task.* | *Opening paragraph*  *Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.* | * *Writes a concise summary statement or draft opening.* * *Provides direct answer to main prompt requirements.* * *Establishes a controlling idea.* * *Identifies key points that support development of argument.* | * *Offer several examples of opening paragraphs.* * *Ask class to discuss what makes them strong or weak.* * *Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).* |
| *Day 6* | *2. Planning*  *Ability to develop a line of thought and text structure appropriate to an argumentation task.* | *Outline/organizer*  *Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.* | * *Creates an outline or organizer.* * *Supports opening claim.* * *Uses evidence from texts read earlier.* | * *Provide and teach Burke’s Argument Organizer.* * *Invite students to generate questions in pairs about how the format works, and then take and answer questions.* |
| *Day 7* | *3. Development*  *Ability to construct an initial draft with an emerging line of thought and structure.* | *Initial draft*  *Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* | * *Encourage students to re-read prompt partway through writing, to check that they are on track.* * *Have students underline their claims, italicize their evidence from the texts, and bold their commentary in each paragraph to help develop their thesis.* |
| *Day 7* | *4. Documentation*  *Ability to integrate information without plagiarizing.* | *In-text Citations & Works Cited Page*  *Incorporate sources within text of paper without plagiarizing. Write a Works Cited page.* | * *Uses in-text citations correctly* * *Drafts an accurate Works Cited page.* | * *Offer examples of papers documenting sources correctly.* * *Offer examples of Works Cited pages.* * *Refer students to MLA resources.* |
| *Day 8* | *5. Revision*  *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | *Multiple drafts*  *Refine composition’s analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* * *Improves earlier edition.* | * *Assign students to provide each other with feedback on those issues. Use colored pencils to have peer editors pick out the writer’s claims, evidence, and commentary.* * *Provide and teach Peer Editing Exercise. Model appropriate responses using a sample paper.* * *Conference with students who need one-to-one help.* |
| *Day 9* | *6. Editing*  *Ability to proofread and format a piece to make it more effective.* | *Correct Draft*  *Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.* | * *Provides draft free from distracting surface errors.* * *Uses format that supports purpose.* | * *Briefly review selected skills that many students need to improve.* * *Teach a short list of proofreading marks.* * *Assign students to proofread each other’s texts a second time.* |
| *Day 10* | *7. Completion*  *Ability to submit final piece that meets expectations.* | *Final Piece*  *Turn in your complete set of drafts, plus the final version of your piece.* | * *Fits the “Meets Expectations” category in the rubric for the teaching task.* |  |

# Materials, references, and supports

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| For Teachers | For Students |
| Tools and Texts by Jim Burke  50 Essential Lessons by Jim Burke | MLA Handbook for Writers of Research Papers 6th edition  Grammar Girl’s Ulitimate Writing Guide for Students  “Good Readers and Good Writers” by Vladimir Nabokov  Excerpt from *On Writing* by Stephen King (145-150)  “I Know Why the Caged Bird Cannot Read” by Francine Prose  “Superman and Me” by Sherman Alexie |

# Section 4: What Results?

Student work samples

[Include at least two samples of student work at each scoring level.]

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

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| Background to share with students (optional): |  |
| Classroom assessment task |  |
| Reading texts: |  |

Argumentation Classroom Assessment Rubric

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| **LDC Argumentation Classroom Assessment Rubric** | |
| **MEETS EXPECTATIONS** | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing;  (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Teacher Work Section

Narrative:

I chose Nabokov's text first because it was at the level that students "should" be reading in this sophomore class as it is an advanced class. I decided that this would be the text I modeled for the students. I focused on how to read and annotate a difficult text. Also, together the students and I pulled out details that would answer the question in the teaching task. This provided common ground for all of the students.

Next, I looked at the reading abilities of my students and decided to group them in three groups: college level readers, on-grade level readers, and below-grade level readers.  Then I searched for the texts that would fit those reading levels and also help them answer the question in the teaching task.

Students were grouped in class by reading level (they did not know this) and given the three other essays to read, annotate, and take notes over. Each group then presented their findings during the next class.  Next, I asked students to choose two texts to work with to find support for writing their essay. I made available copies of all four essays.

Ah-ha:

What happened next was really cool and one of those moments that I think LDC affords in the classroom. I thought students would choose the Nabokov essay (since we worked on it together) and their assigned essay (since they worked on it with classmates). However, many students chose essays that they had not been previously exposed to. Then they sought their classmates' expertise when they started reading and annotating.

Appendix

See following pages.

# Appendix



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| Writer's Name: |
| Editor's Name: |

**Peer Editing Exercise**

**Directions:**

Exchange papers with a partner; read through your partner’s paper carefully.

Correct any grammatical errors as you read their paper.

Complete the worksheet below. Avoid "yes" or "no" answers to the questions; instead, make specific suggestions that will help your partner revise the paper effectively.

Once the worksheet has been completed, pass it back to your partner and discuss the points you’ve made. Keep in mind that the comments on the worksheet are suggestions by your partner and that you need to decide what to heed and change.

**Use three different colored pencils to underline the writer’s claims, evidence and commentary.**

**Worksheet**

1. What is the topic of the paper?

2. Has the writer addressed the assignment (persuasive essay, critical review, etc.)? Why or why not?

3. What do you think of the essay's title? If it's too general or bland, or if there isn't one, suggest a good one.

4. Is the lead-in interesting? Why or why not?

5. What is the thesis statement? Is it effectively stated? If not effective, what changes should the author make?

6. Are the topics introduced clearly? Suggest alternate phrasings. If there are any paragraphs for which you could not find a topic sentence, indicate the paragraph number.

7. Does each topic sentence relate clearly to the thesis? If not, highlight the topic sentences that seem out of place.

8. Which paragraph seems to have the most interesting and convincing details? Why? Make note of the paragraph for the author.

9. Has the writer used effective sources (i.e. to support, illustrate points made)? Where can support

(quotes, examples, facts, figures, etc.) be added? Where does the writer need to explain the

supporting details more clearly?

10. Is the support incorporated smoothly (and correctly) and explained so that the point or relevance is clear? Are citations correctly formatted using MLA/APA style?

11. Can you identify any fallacies (errors in belief) in the argument of the paper?

12. Has the writer provided a works cited list and used correct documentation conventions? Mark any references that are not documented properly.

13. What is the strongest part of the paper? Why?

14. What is the weakest part? Why?

15. What tone has the writer established in the essay (casual or formal? objective and dispassionate? conversational/colloquial)?

16. Does the paper end effectively?